PhD in Pedagogy, Associate Professor, **YEVHEN DOLYNSKYI**
Khmelnytskyi national university,
Address: 11 Instytutska str., Khmelnytskyi, 29016, Ukraine,
E-mail: dolynskyi@mail.ru

PECULIARITIES OF FORMATION THE INFORMATIVE COMPETENCE OF FUTURE TRANSLATORS IN EU UNIVERSITIES

ABSTRACT

Over the past decade in the world there has significantly increased the process of globalization, which resulted in high demand for the profession of a translator. For future interpreters it is important to be well informed, to know innovations of the sector, which they have chosen as the major. Therefore, the translator should be able to search for information, and critically evaluate it.

The article deals with the analysis of the application of modern information technology in the future translators training at the universities of the EU countries. The analysis of scientific and pedagogical literature that investigated aspects of information technology training of future translators at the universities has been made. The most widespread of information technologies that are applied during the translators' training process have been defined, the possibilities of their application have been grounded. Countries, cities, universities of European Union where such training is carried out have been pointed out.

Also it should be mentioned that the characteristic feature of interpreters' higher education in Europe is that the training program tend to a specialization profile. Their main types are: full program of higher education and independent graduate programs of specialized nature. The skills development of using computer technology makes an important contribution towards improving the quality of education during the professional activity. The change and correction of programs in accordance with the development of information technologies, informatization process, professional translators' interests are carried out in education systems.

In the process of professional training there are used the methods that are aimed at the intensification of the processes of self-education and self-development. An important provision of the Bologna process is the focus of higher education establishments on educational results: knowledge and skills of the graduates should be applied and practically used.

*   **Key words:** training of future translators, educational computer technology, information and communication technologies, computer science competence.*

INTRODUCTION

Professional training of future translators at the universities around the world has two main types of educational programs: complete higher education programs usually lasting 5 years with consecutive obtaining a degree of bachelor and degree master; graduate programs that operate independently of undergraduate programs and provide 2 years (seldom 1 year) of study for students who have already obtained a bachelor's degree in a relevant discipline.

THE AIM OF THE STUDY

The aim of the study is the analysis of modern information technology application in the informational competence formation of future translators at the universities of European Union.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

An important meaning for research of raised question have scientific investigations in contrastive professional pedagogics of Ukrainian scientists such as N. Avsheniuk, N. Bidyuk, T. Desiatov, O. Serheieva.

Some aspects of future translators professional training become the object of scientific investigation of the following researchers. Y. Kolos (informational and technological competence), A. Kozak (translation culture), S. Panov (technical translators training), O. Rohulska and A. Yankovets (the formation of professional competence of translator by means of information and communication technologies). The results of scientific researches of such british investigators as D. Bachmann-Medick), R. Bell, W. Benjamin, J. Boase-Beier, W. Wilss play an important role in training of translators.

To achieve the established goal we have used some crucial research methods: comparative-analytical method, thanks to which the overview of the native and foreign literature has been made; general scientific methods such as analysis, synthesis, generalization, systematization of the collected data; theoretical generalization and prognosis which resulted in the conclusion and the perspectives of further scientific researches.

Theoretical framework of the research consists of the scientific works of the topic in question by native scientists as well as of laws, statements, normative acts which serve to regulate the juridical, social, economic relations in translators training, in particular.

RESULTS

The first plan of training predominates in many European countries (e.g. Germany, Austria, Spain), undergraduate educational programs lasting 4 years dominate in Turkey. Independent graduate training programs for translators are widespread in other countries (e.g. France, USA, UK). After receiving a bachelor's or master's degree, graduating students with sufficient level of a foreign language proficiency may continue their studies for a master's degree in translation, which will significantly expand the sphere of their professional activities.

The characteristic feature of the independent master programs is their subject oriented specialization. They are aimed at meeting a requirements of the translation services market and provide the availability of specialized disciplines that enable to obtain the necessary knowledge in future professional activities. Sometimes for enrolment to these programs you must first to get a college degree in the sphere of specialization, at least the bachelor's degree. In Europe, the Bologna process involves the delimitation of undergraduate and graduate programs of training translators (Мартинюк, 2010, 158).

The researcher of higher school reforms in Germany, N. Abashkina pays attention to the recommendations of Resolution of 1984 about possible target information technology training: cognitive (basic information on electronics, processing of information by electronic computers, knowledge of basic economic laws); emotional (satisfaction of solving complex technical problems, removal of the fear of new information technologies); pragmatic (mastery of the display keyboard, ability to operate with text editing systems and telecommunication devices); social (the formation of social behavior skills at the workplace).

From the point of Abashkina's view the modernization of educational process in Germany made a technocratic aspect a priority. But "German teachers consider that introduction to the training of new information technology should not completely displace traditional skills" (Коваль, 2008, 91).

In Germany, the training of translators is carried out by the programs of general and sectoral orientation on the basis of many higher education institutions. Highly qualified interpreters and translators are trained at eight universities in Germany: universities of Berlin,

Bonn, Heidelberg, Leipzig, Saarbrucken, and others. Each of these universities gives the opportunity to choose a speciality with a consistent degree (educational levels) of Bachelor and Master, and inconsistent degree, i.d the undergraduate and graduate programs are independent of each other. Master's degree programs provide the following degrees: Master of Natural Sciences, Master of Science, Master of Engineering Sciences and Master of Jurisprudence (Лєонова, 2012).

The specialities names coincide only in the branch of interpretation – all 5 specialities are called "Conference translation" (Konferenzdolmetschen) and are offered only as a graduate specialities. The specialities in branch of translation do not have this unity, they are called in different ways at every university: "Intercultural / or multilingual communication", "Technical Translation / or technical communication", "Translation Study / or translatology".

Disciplines introducing students the basis of language data computer processing, editioning and machine translation are obligatory in translators' curriculum. These disciplines are introduced from the very beginning of training. Students of German universities have the opportunity to attend the terminology theory and practice courses, which provide the students with knowledge about terms origin and classification, and train students' terminology search knowledge using all means: the vocabulary and database.

It is well known fact that the university is the basis of the higher education system in UK. Every university follows the standard enrolment of students. In United Kingdom, like in other Western European countries, the most common are the such skill levels as "Bachelor", "Master", "Doctor of Philosophy".

The important element of education process in Britain is to give students the possibility of creating an individual package of courses which are necessary for getting some profession, in particular, profession of translator.

Professional training of interpreters and translators in Great Britain is realized by the independent graduate programs. It is possible to get the professional translation education in five Universities of England (Westminster, Bath, Salford, Bradford, Heriot-Watt). The condition for entrance the magistracy is high language proficiency and bachelor's degree in foreign language (philology). Studying in magistracy lasts one year and contains three trimesters. During the first and second trimester it is possible to have 5–6 modules and respectively the specialization of translation and interpretation is occurred. Beginning from the last month of the first trimester students participate in trainings as conference translators once for two weeks. During the Easter holidays trainees do their obligatory practical training in one of the international organizations (UNO, UNESCO) (Коваль, 2008, 91).

During the last trimester students write master's thesis in theory and practice of translation or theory and practice research paper, which is the translation of complex text with comments. The well-known professional translators are often invited to the Universities of Great Britain to conduct the master classes (Бідюк, 2011, 156).

The practical component of future translators' training programs in the Universities of Great Britain has such element as doing active and passive practical training at the enterprises. The last is the final stage of forming the specialist. In course of this stage consolidation of theoretical knowledge is occurred and practical skills of professional activities are formed.

The British scientist, G. Richards, the professor of linguistics in translation in the Bath University, says that practical training is the natural method for determination the students motivational, professional and life priorities. When the students get into the new environment close to the real they investigate and study it. Thus the skills and experiences of professional activities are subconsciously formed. Constant changes at work places play only the positive motivational role (Сєргєєва, 2011, 151–167).

In recent years the Open University of Great Britain started using teleconferences, the Internet and other technical means in educational process. For deeper learning students

of translation department use computer educational programs. The obligatory element is their participation in computer conferences with using the Internet.

Almost all Open Universities use multimedia approach to learning, which provides the use of paper media materials, audio and video materials, TV-broadcasting and computers. Open University of UK uses various TV and radio programs as an addition to paper media learning materials, that is the result of cooperation with BBC (Коваль, 2008, 199).

Let's give a brief characteristic to modern and traditional methods and technologies, which form united didactic complex, used at all the universities of UK to train interpreters and translators. Computer technology, designed to optimize learning process, is the main element of teaching IT. The benefits of such technologies in the training of future translators are as follows: modern informative and detailed scientific approach, the possibility of efficient changes in the planning and organization of learning process, the ability to choose the means and forms of training, the ability of modeling of different professional situations, organization of interaction with students, on-line consultations and assessment, implementation of personal approach, the effective exchange of experience and realization of the idea of continuous educational process, reduction of training time.

In British universities of Bristol, Birmingham, Aston and Surrey information technologies (IT), which develop interpreters' communicative skills are widespread.

The most applicable interactive information and communication technologies for translators' training are WiZiO, PhP My SQL, Wiki, SharePoint, ASP.Net, XML, HTML, XSLT, Microsoft ADO.NET, NET Framework, Microsoft Visual Basicor, ECMA Script and others. Scientific and methodological support of modern IT includes different additional materials (recommendations concerning the organization of educational process, paper media materials, statistics lectures, additional informational materials for disciplines) and interactive learning materials (dynamic lectures such as blogs, podcast lectures and others) (Сєргєєва, 2011, 157).

Among the multimedia means that are used during the professional training of future translators are multimedia presentation, slide show, online report, multimedia report, e-zine, flash- and shockwave games (online and offline games), educational multimedia systems, multimedia Internet – resources (Лєонова, 2012).

The introduction of e-means of virtual communication in the process of the future translators' training at the Universities of London, Bath and others improved the quality of translators' training.

Professional training of interpreters in Austria is carried out at the three universities (Vienna, Graz, Innsbruck). The curricula of the Vienna University (Universität Wien) and the Graz University (Karl-Franzens-Universität Graz) pay much attention to information technologies. The discipline "Fundamentals of Information Technology" introduces students the opportunities of the application of information technology in translation, methods of information searching in Internet. Students receive operating skills with Microsoft Office software package and some machine translation systems.

The University of Innsbruck translators' training program includes obligatory module discipline "Management Terminology". The main goal of this discipline is to teach the proper application of modern information technology, mastering the methods of searching, storing and organization of information.

Uuniversity teaching of translation has played an important role in Switzerland. Only Geneva Higher School of Translation is a part of the University and is a member CIUTI.

The modern information technologies play an important role in specialist training, especially in future translators' training. They help to upgrade the educational process, make it

closer to the needs of society and the market, introduce the latest inventions of science and technology, form the leading professional skills, and form a competent specialist.

Educational activities of interpreters and translators combined with IT require some knowledge in computer science, specialist disciplines, especially in foreign languages. The synthesis of the traditional and modern information technologies is activity-based, where the educational activities help to form a general idea of professional activity of the interpreter. Application of an interdisciplinary approach makes it possible to integrate knowledge of linguistics and computer science, linguistics and psychology (Сєргєєва, 2011).

CONCLUSIONS

Characteristic feature of translation higher education in Europe is that the translators' training programs have a tendency to a subject-oriented specialization . Their main types of programs are: program of full higher education and independent graduate programs. An important contribution to the improvement of the quality of education makes the development of computer technology skills application in the professional activities.

One of the most important elements of the Bologna process is the focus of higher education institutions on the final result: the knowledge and skills of graduates should be applied and practically used in favor of the whole Europe.

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